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ABSTRACT

A description of the courses and seminars given by the General Management Training Center of the U. S. Civil Service Commission to provide training opportunity for managers working in Washington metropolitan area at all levels of government is given. Categories of courses are: Entry Level Training; Supervisory Training; Management Training; Executive Training; Legal, Legislative and Civil Rights Training; and Science and Engineering Training. Its administration is described and names of its professional staff are listed. (NF)

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general management

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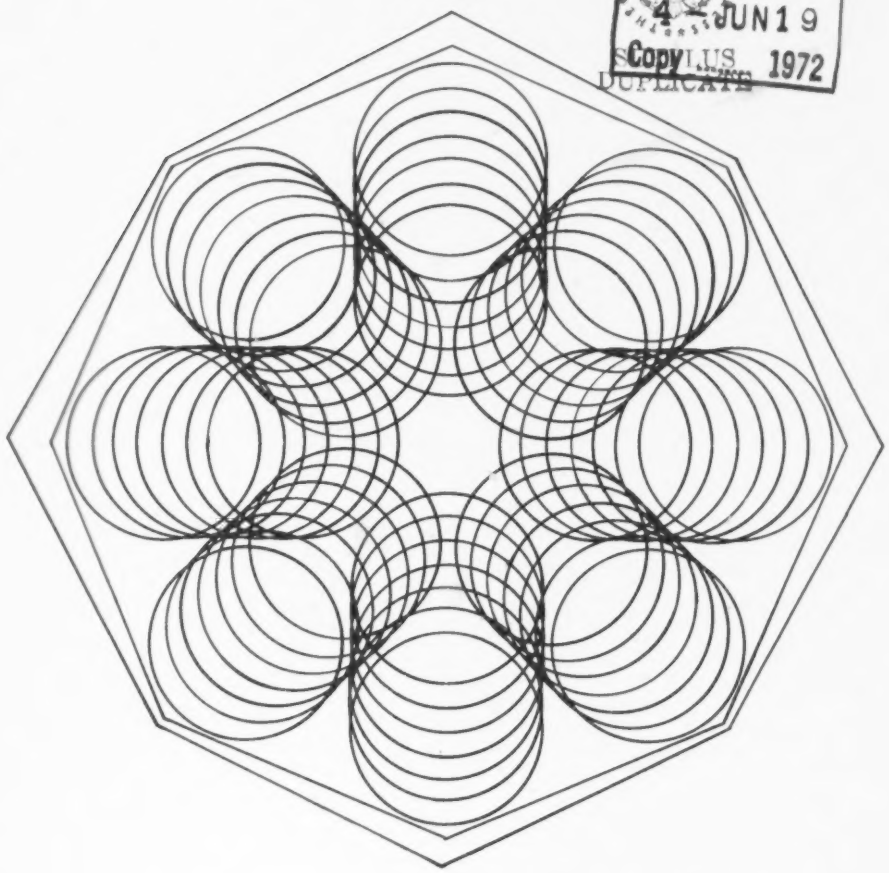

training center

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general management training center

APRIL 1972

UNITED STATES CIVIL SERVICE COMMISSION

Bureau of Training

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THE PROFESSIONAL STAFF ..... Inside back cover

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the center

Through its courses and seminars, the General Management Training Center helps to develop the people who must manage change—the men and women of knowledge and skill on whom (the) government depends. In meeting the need for well-informed government management, the Center provides a unique training opportunity for managers working in the Washington metropolitan area at all levels of government, Federal, State, and local.

There is interagency training for supervisors . . . prospective supervisors . . . interns . . . mid-level managers . . . executives . . . and those in special management situations, including scientists, engineers, and attorneys.

There is on-site agency training offered primarily, though not exclusively, in supervisory and management course areas. Through instructors' institutes, the Center trains agency personnel to present many of its courses in their own organizations and to tailor the courses to specific needs of the agency.

There are consultation services and assistance available for agencies establishing internal management development programs.

Training courses range from the fundamental to the advanced and specialized. Reinforcing and building on each other, the courses are designed to foster in managers at all levels a feeling for their place in the total management picture. With this new perspective, the individual manager is better equipped to work with others toward the achievement of organizational goals.

Some courses concentrate primarily on developing insight and awareness of subject matter principles and concepts . . . others focus on practical application of concepts to typical case situations . . . while still others deal with examining contemporary issues involving Congress, the environment, and intergovernmental relations. Training in the implementation and administration of special emphasis programs stresses an understanding of the specifics—what the program is trying to do, why, and how—as the necessary first step in insursuring a program's success.

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training techniques

The diversity of clientele, coupled with the broad spectrum of subject matter covered in training at the General Management Training Center, call for a full range of training techniques. Several techniques may be combined in a single course. Versatility, flexibility, adaptability in responding to the needs of the class and the kind of material being presented—all come into play in designing meaningful training programs.

Courses with the accent on developing specific skills provide for participant involvement both in small group discussion and in supervised individual practice to reinforce what has been taught.

Some courses are conducted by a single instructor who may use a wide variety of techniques such as lectures . . . videotapes . . . films . . . management games . . . role playing . . . panel and group discussions . . . individual exercises in specific skills . . . and selected readings.

Sessions intended primarily to keep managers informed about newly formulated Federal policy depend heavily on lectures by authorities who have up-to-the-minute information on the subject under discussion. Programs of this type also give participants an opportunity to question the experts. Appropriate written material is provided to supplement the lectures.

Significant new ideas about management or public issues of the day are sometimes explored in give-and-take sessions with leading authorities who have authored books of interest to managers. Books are furnished to all participants well in advance of these discussions to prepare them for small group discussions held just before the class meets the author.

Training is sometimes woven into on-the-job experience. This is particularly important in entry-level training and for internship and fellowship programs.

The Center arranges tours and visits when they will enhance a program sufficiently to justify them. In the case of learning a complicated procedure, for instance, seeing it in use can be every bit as effective as hearing about it.

Consultants and representatives of the business and academic communities, as well as specialists from all levels of government, are invited as guest faculty when appropriate. If the capability to provide training in a specialized area is not available from among the Center's professional staff, universities and other outside research and educational organizations with expertise in the subject are called upon. Working within the framework of criteria established by the Center, they develop and conduct training programs that complement those presented by the Center itself.

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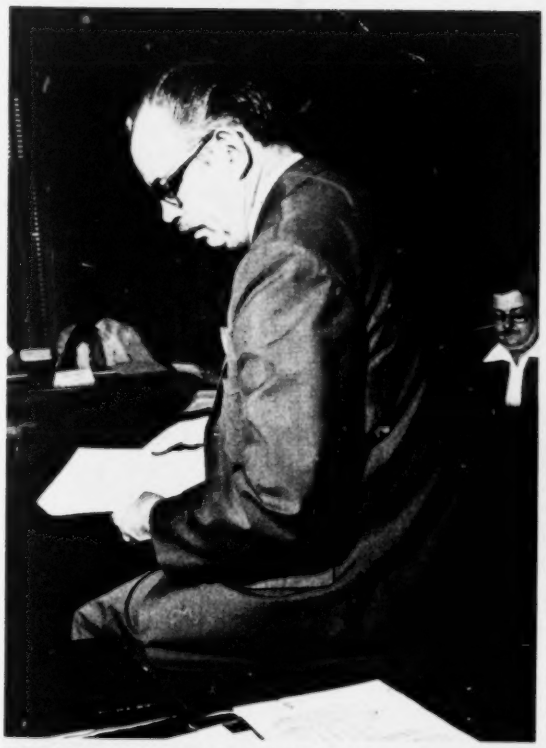

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curricula

The General Management Training Center conducts courses in six general categories. In each category the courses are related in terms of the occupation or organizational level of intended participants.

ENTRY LEVEL TRAINING is intended for employees GS–7 through GS–11, especially but not exclusively for those in intern programs, or those being trained for the assumption of management responsibilities. The courses are of two basic types: those intended to equip the employee with a working knowledge of a variety of basic skills and techniques useful to developing managers and those intended to broaden the knowledge of the employee in areas allowing him to gain a new perspective from which to view his job, the way it can be done, and the way it relates to other jobs and the Government as a whole.

SUPERVISORY TRAINING is designed for prospective and current first-line supervisors. The courses develop needed skills, methods, and styles of leadership for achieving organizational objectives through effective utilization of available resources. Any of the 40-hour courses in this series may be used to satisfy a part of the U.S. Civil Service Commission's requirement for training of first-line supervisors.

MANAGEMENT TRAINING focuses on those managers above the first line of supervision who do not have the authority and responsibility for full program management. These courses are designed to provide a broad understanding of management and a perspective of how the various elements must be interrelated to achieve an effective operation system. Managerial behavior is explored with particular attention to the relationship of the middle manager to both those he supervises and his own supervisor.

EXECUTIVE TRAINING is intended primarily to help executives keep abreast of the most significant new developments in management and public policy; to assist them in relating their efforts to those of responsible officials in other Federal agencies and other levels of Government; and to identify management models suitable for use in their own agency or organization.

LEGAL, LEGISLATIVE AND CIVIL RIGHTS TRAINING provides attorneys and other legal specialists with insights into the management of legal offices, development of issues in the law and various substantive areas of law. For mid and senior level government managers, in depth courses on the structure, functions, operations and procedures of the Congress are offered. Training in support of Titles VI and VII of the Civil Rights Act of 1964 is given as needed.

SCIENCE AND ENGINEERING TRAINING is tailored especially for Federal scientists and engineers. Training is aimed at the development of supervisory and management skills which are not acquired as part of a technical education. Additionally, technical and semi-technical topics that improve the scientist's and engineer's job skills will be presented when recognized as needed.

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entry level

course no.

(21–01) **FEDERAL MANAGEMENT IN THE 70'S (3 days)**

This introductory course, designed for all Management Interns and others in comparable programs, has these objectives: to bring about a broader understanding of the Government's organizational and programmatic response to the problems facing America in the 1970's; to create an increased awareness of the Governmentwide nature of some of the responses to these problems and the interdependence of various agencies' programs for dealing with them; to describe the role of the career civil servant in these programs; and to indicate the opportunities and responsibilities facing those who seek a management career in the Government. It should be taken by all interns.

(21–03) **THE DYNAMICS OF GOVERNMENT (3 days)**

Interns with little or no Political Science background will find this course to be an excellent introduction to the workings of the Federal Government. It will utilize guest lecturers, panels, and discussions to describe how policy and legislation are conceived, debated, legislated or promulgated, interpreted, and administered. It will provide a look at the relationships existing among the branches of the Federal Government and between the Federal Government on the one hand and State and local governments on the other. Attention will be given to the impact of these processes and relationships on the bureaucracy and the day-to-day work of the civil servant.

(21–04) **INTRODUCTION TO PUBLIC ADMINISTRATION (3 days)**

Introduction to Public Administration has been designed for those interns who have had no training in this area and will survey the history, development, and current status of Public Administration. It will devote attention to the general aspects of organization theory, line-staff relationships, interagency coordination, communication, and the personnel, budgeting, and planning functions, especially as these relate to the Federal manager. The lectures and discussion will emphasize the relevance of these topics of the career civil servant.

(21–05) **FUNDAMENTAL MANAGEMENT TECHNIQUES (3 days)**

Since basic knowledge of a variety of management techniques is useful to any intern starting a career with the Government, this course has been designed to equip the intern with several specific skills which will assist his full development as a manager. Among the areas to be covered will be planning, scheduling, and controlling of work. PERT and other graphic planning devices, problem solving models, scheduling forms, and controlling methods will be discussed in lectures and workshops. The emphasis will be on simple techniques which require no equipment or mathematical ability, techniques which the average manager will find helpful in his daily work.

(21–06) **SEMINAR ON MODERN MANAGEMENT THEORIES (3 days)**

Designed for interns, this course will provide an overview of management thought and research of the past 25 years. Lectures, films and discussions will focus on the work and writings of such influential writers as McGregor, Herzberg, Drucker, Hitch, Reddin, and Downs, to name but a few. These will be used to illustrate recent findings in the area of motivation, communication, leadership, etc., to review the concept of "management by objectives", and to introduce the "systems" concept of management. Emphasis will be on the practical application of these theories to the work situation of the Government manager.

6

supervision

course no.

(21–24) **INTRODUCTION TO SUPERVISION* (5 days)**
The purpose of this five day course is to provide the new supervisor or prospective supervisor with a foundation in the principles and practices of supervising employees in the government community. The sessions center around basic supervisory concepts, and the legal requirement affecting the management of government employees.

(21–25) **INTRODUCTION TO SUPERVISION: AN INSTITUTE FOR INSTRUCTORS** (4 days)**

(21–18) **BASIC MANAGEMENT TECHNIQUES I* (5 days)**
This course is designed to equip the supervisor to accomplish the day-to-day tasks of planning, scheduling, arranging and controlling, the accomplishment of which contributes significantly to the economy and efficiency of operations. It is particularly applicable to supervisors who manage a substantial volume of work. Subject matter includes an introduction to the Program Evaluation and Review Techniques (PERT), work measurement, departmentation and control techniques.

(21–19) **BASIC MANAGEMENT TECHNIQUES I: AN INSTITUTE FOR INSTRUCTORS** (4 days)**

(21–16) **SUPERVISION AND GROUP PERFORMANCE* (5 days)**
This course introduces supervisors who through experience or study have had some exposure to the concepts of supervision. Emphasis is on understanding group interaction and developing a more effective and efficient work group. Steps to implementing change, motivation, leadership, learning and discipline are discussed.

(21–17) **SUPERVISION AND GROUP PERFORMANCE: AN INSTITUTE FOR INSTRUCTORS** (4 days)**

(21–20) **BASIC MANAGEMENT TECHNIQUES II* (5 days)**
Basic Management Techniques II is aimed at developing specific supervisory skills. Management theory and application, communication problems and techniques, motivation, financial management, personnel management, interviewing, effective listening, setting standards, performance evaluation, problem solving principles and techniques, decisionmaking and working with problem employees are covered.

(21–26) **SUPERVISION OF LOW-SKILLED EMPLOYEES* (5 days)**
This program is designed for all supervisors of low-skilled employees, particularly those supervisors dealing with employees in Public Service Careers and Upward Mobility Programs.
The program stresses the principle that meaningful employment can fulfill a variety of basic human needs. Topics discussed are: management commitment, value systems, first jobs and career ladders, acceptance and orientation, job instruction training, coaching and reinforcement.

(21–27) **SUPERVISION OF LOW-SKILLED EMPLOYEES: AN INSTITUTE FOR INSTRUCTORS** (4 days)**

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* This 40-hour course may be used to satisfy part of the U.S. Civil Service Commission's requirement of 80-hours of training for all supervisors appointed after June 30, 1969.

** The purpose of this institute is to provide specific training for those who will have responsibility for conducting the course in their own agency. Videotape is used as part of the instructional process enabling the participants to join in the critique of their presentations of the more difficult course sessions.
All topics of the course are examined from the standpoint of content, interrelationships, and instructor's responsibilities.

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management

course no.

(21–34) **MANAGEMENT AND GROUP PERFORMANCE (5 days)**

Focusing on the job of the middle-level manager, who directs the activities of subordinate supervisors and work groups, this course gives greater insight into the nature of this position through the use of selected readings, problem-solving conferences, small group assignments, and simulated management decisionmaking. It provides a conceptual framework enabling managers to approach their jobs on a logical and rational, rather than intuitive basis.

(21–35) **MANAGEMENT AND GROUP PERFORMANCE: AN INSTITUTE FOR INSTRUCTORS** (4 days)**

Scheduled as needed.

(see note under Supervisory Courses)

(21–31) **MIDDLE MANAGEMENT INSTITUTE (5 days)**

This institute provides a broad view of the middle manager's role in decisionmaking, communicating, planning, directing, controlling, organizing and staffing. The sessions are conducted by guest lecturers from government, industry and universities.

(21–59) **ADVANCED MANAGEMENT SEMINAR (1 week, in residence)**

Designed for executives who have responsibilities for directing major government programs, this seminar gives brief but rigorous review of contemporary theories of management and organization development, and integration of relevant behavioral science findings with current rational and systematic management approaches, experimental learning which allows the participant to analyze and improve his own effectiveness. Opportunities are provided for the manager to apply the program concepts to realistic management problems and to plan for application in his own organization.

(21–44) **MANAGEMENT AND THE NEW GENERATION (3 days)**

Directed to first-line supervisors and managers this program looks at the value systems and occupational postures of youthful employees and examines some effective approaches to their supervision and management. Topics include the orientation, assignments, training, career development, vocational guidance, counseling and evaluating, leadership styles and communication patterns which release creativity and productivity in youth.

(21–45) **ADMINISTRATIVE OFFICER SEMINAR (10 half-day sessions)**

This 40-hour course examines and develops the skills in interpersonal relations, administration, problem identification and solution, and decisionmaking required by the administrative officer in his role as coordinator of resources for management. Space management, funds management, the art of negotiating, report writing, personnel management and orientation to automatic data processing are discussed.

(21–29) **MANAGEMENT ORIENTATION TO SUPERVISION OF LOW-SKILLED EMPLOYEES (2 days)**

This course is geared to the Government manager whose subordinate supervisors have responsibility for the orientation, training, development, and work performance of low-skilled employees. Emphasis is placed on the need for the mid-level manager to be supportive and aware of his subordinate supervisors' special problems and challenges associated with supervision of low-skilled employees.

8

executive

course no.

(21–96) **FEDERALISM AND DECENTRALIZATION OF THE EXECUTIVE BRANCH (3 days)**

This seminar is designed to acquaint top level Federal, State, and local officials with the goals and strategies of the President's decentralization program, with some of the problems which may be encountered by agencies in decentralizing programs to field offices, and with the new working relationships being established among the three levels of government.

(21–51) **STATE GOVERNMENT AND ADMINISTRATION: PROBLEMS, PROGRAMS, PLANNING (5 days)**

The purpose of this course is to acquaint administrators having responsibilities relating to intergovernmental programs with the changing relationships existing between the Federal and State Governments. The emphasis is on the problems—fiscal, economic, political, social—facing the States, their reactions to these problems, and the role of the Federal Government.

(21-90) **INSTITUTE IN GRANTS MANAGEMENT (3 days)**

Designed to meet the growing training needs of specialists and managers involved in Federal grant programs, the course deals with the authorization, justification, administration, and aims of grant programs and their effect upon intergovernmental relations.

(21–46) **IDEAS AND AUTHORS: PUBLIC ISSUES (4 one day sessions)**

This program enables Federal executives to examine in depth four recently published books dealing with significant public issues and to discuss these books with the authors. The program consists of four meetings spaced a month apart. At each meeting the author of one of the books will discuss it, the ideas it contains, and its significance to Federal officials.

(21–46) **IDEAS AND AUTHORS: MANAGEMENT AND ORGANIZATION (4 one day sessions)**

This program enables Federal executives to review recent developments in the field of management through discussions with the authors of these ideas.

At each of several sessions, each author discusses his book, the ideas it contains, and its significance to government management. Books are distributed to participants prior to each scheduled discussion.

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science and engineering

course no.

(21–32) **MANAGEMENT INSTITUTE FOR SUPERVISORY SCIENTISTS AND ENGINEERS (5 days)**

This institute acquaints the firstline supervisors in charge of a working technical group or those who are about to assume supervisory responsibility with the language and methodology of management. Topics discussed include: motivational characteristics of technical personnel, impact of organizational structure on productivity, leadership patterns designed to release and accelerate creativity of the Federal personnel system in managing scientists and engineers, career development concepts, the administration of effectively directed and controlled technical projects.

(21–72) **CONTRACTING FOR THE SCIENTIST AND ENGINEER (3 days)**

This 3-day session is designed to enable the scientist or engineer responsible for the technical aspect of contracts to better communicate with his organization's contracting officer through an improved knowledge of contracts and contracting. Topics included are: statement of work, preparation and its impact on the solicitation and contracting process, contract types—both fixed price and cost reimbursement, determining contract responsiveness and responsibility, and post award technical surveillance.

(21–57) **MANAGEMENT OF SCIENTIFIC AND ENGINEERING ORGANIZATIONS (5 days)**

The purpose of this advanced seminar is to increase the awareness of the nature and scope of management responsibility thereby enabling the technically trained executive to perform more effectively in his role as manager and administrator. The areas explored are: management planning for R & D, directing and developing human resources, communication requirements of modern science and technology, management of in-house resources and contract programs, operational environment of scientists and engineers in government, comparison of R & D management in other areas.

10

legal, legislative

course no.

(21–82) **AN INSTITUTE IN THE LEGISLATIVE FUNCTION (5 days)**

An intensive introduction to the organization, operation and responsibilities of Congress, the course discusses the role of Congress, and its relationships to the executive branch, legislative function and its direct and indirect effect on executive branch operations.

(21–83) **FELLOWSHIP IN CONGRESSIONAL OPERATIONS**

The purpose of this 9-month work-study program for career executives, grade range GS-12 through GS-16, is to learn about congressional responsibilities, functions, organizations, and relationships with the executive branch in preparation for increased agency responsibilities. During the program a comprehensive and intensive orientation is conducted by the American Political Science Association, accompanied by full-time work assignments with members of Congress and with staff members of congressional committees.

A Foreign Affairs Fellows segment of the program is offered for employees from agencies concerned with international affairs. Prior to the beginning of the regular 9-month program, these Fellows receive a 10-week orientation on Congress and Foreign Policy which is conducted by a local university.

(21–84) **LEGISLATIVE OPERATIONS ROUNDTABLE FOR EXECUTIVES (5 days)**

This course provides career executives with increased knowledge of the organization and operations of the Congress, the relationships between the legislative and executive branches, and the close relationships between legislative functions and agency program activities. Subject matter includes: powers, functions, and organization of the Congress; politics and congressional action; Federal agency-congressional relations; planning and review of programs.

(21–85) **CONGRESSIONAL BRIEFING CONFERENCES (2 days)**

Each of the sessions is tailored for selected agencies. They provide intensive, in-depth discussions and study of the interrelations of the agencies with Congress. Emphasis is given to the operations of Congressional committees involved in the legislation and appropriations of the respective agencies. The sessions are conducted in workshops in which agency personnel and committee staff professionals examine common problems and develop meaningful work relationships.

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and civil rights

Members of Congress also participate in the briefing sessions when it is appropriate and their schedules permit.

(21–86) **IDEAS, ISSUES AND OPINIONS IN LAW**

Individual courses each focusing on discreet areas of law, are included in this series under the general title "Ideas, Issues, and Opinions in Law." The courses will cover areas in which Federal Government attorneys are engaged.

In fiscal year 1972, the courses will be drawn from these categories of law: (a) general law (b) governmental control of the economy (c) consumer law (d) environmental law (e) civil rights, civil liberties and race relations. The substantive areas of law which are covered are liable to change each fiscal year.

Each course will include four to six sessions of approximately three hours duration. The sessions will be spaced at least one week apart and each will feature either recognized authors in the field, prominent Government officials and other authorities, and judges or practitioners involved in precedent-setting cases. These resource people will present and discuss their writings and ideas, review policies and actions and comment on cases and opinions in a dialogue with the participants.

Preparatory materials (books, articles, opinions, etc.) will be sent to each participant well in advance of each session.

(21–81) **INSTITUTE FOR NEW GOVERNMENT ATTORNEYS (3 days)**

The institute is designed to assist the new attorney in making the transition from the study of the legal process to the practice of law.

The agenda will focus on substantive legal issues and problems as well as policy and administrative matters. Topics include: law-order-justice—what the situation is, what the Administration is doing; the work and professional responsibility of government attorneys; advisory, consultative and prosecutorial functions; controlling agency policy and programs; agencies in court.

(21–88) **MANAGEMENT INSTITUTE FOR ATTORNEYS (3 days)**

Developed specifically for attorneys to help in meeting their post-entry education needs, the institute focuses primarily on knowledge and skills important in achieving efficient and effective management in government offices engaged in legal work.

Subject matter includes: organizational practices, new concepts; theories and proposals concerning management; human relations in a superior-subordinate relationship.

(21–89) **INSTITUTE FOR LEGAL COUNSELS (4 days)**

This institute gives legal counselors an opportunity to become aware of the broad range of issues, problems and current developments in our society. Emphasis is on areas they need to consider in their positions of influencing policy and making administrative, managerial and legal decisions.

Topics include: the public interest; formulation and implementation of public policy; fiscal and monetary policy; law, order and justice; administrative, legal, and constitutional aspects of special policies; intergovernmental relations; the United States and world affairs.

(21–91) **HEARING EXAMINERS AND THE ADMINISTRATIVE PROCESS (6 days)**

The purpose of the course is to assist in meeting the broad and continuing educational and developmental needs of the hearing examiner.

Subject matter includes: the hearing examiner's role in his agency and the society affected by his decisions; functions and processes of regulation; relationships between regulatory responsibilities, governmental programs, and quasi-judicial activities.

(21–00) **LAW–CLERK PROGRAM**

This program introduces the law student employed as a summer law clerk to agency legal programs and legal problems. Selected current legal problems and agency legal programs are explored through formal training sessions and visits to agencies and discussions with key agency lawyers.

(21–67) **INTERVIEWING TECHNIQUES FOR CIVIL RIGHTS INVESTIGATORS (3 days)**

This course is aimed at developing skills in interviewing persons connected with civil rights complaints, preparing reports and drawing conclusions for recommended action. Lectures and role playing will be employed.

The focus is on determining whom to interview, how to interview, preparations prior to an interview, mechanics of a good interview, sources of community data, developing the means for recording the interview.

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administration

ANNOUNCEMENTS AND BULLETINS

Courses listed in this brochure are discussed more fully in the Commission's annual "Interagency Training Programs" catalog. This comprehensive publication is distributed to agencies in the late spring of each year.

Detailed individual announcements, including specific dates and places for holding the courses discussed in this brochure are distributed to Federal agencies and to interested State and local governments, in advance of each program. Courses are generally held at the Civil Service Commission building, 1900 E Street, N.W., Washington, D.C., or the U.S. Civil Service Commission's Thomas Circle Training Center, 1121 Vermont Avenue, N.W., Washington, D.C.

Course announcements or any additional information on courses may be obtained by calling the Center on 632–5662 or code 101, extension 25662.

NOMINATIONS

Eligible Government employees as specified in individual program announcements may be nominated by authorized agency training officers. Optional Form 37, Nomination Registration for Training, should be submitted by the closing date for nominations as indicated in each announcement. Nominations should be addressed to Director, General Management Training Center, Bureau of Training, U.S. Civil Service Commission, 1900 E Street, N.W., Washington, D.C. 20415.

COST

The Center operates on a cost-shared basis. Costs of courses are prorated among participating agencies. The cost per person is stated in the announcement of each program.

RELATIONSHIP TO OTHER CIVIL SERVICE COMMISSION TRAINING

The General Management Training Center is one part of a large network of training activities provided through the U.S. Civil Service Commission. Specialized courses, both basic and advanced, in automatic data processing, personnel management, financial management, labor-management relations and communications and office skills are conducted through separate centers in Washington. In each of the ten regions of the Commission most of these centers conduct many of the same course that are offered in Washington, D.C. (Information about specific courses and schedules may be obtained by contacting the regional training offices directly).

Longer term residential training is provided at the Federal Executive Institute in Charlottesville, Virginia, and at the Executive Seminar Centers at Kings Point, New York; Berkeley, California; and Oak Ridge, Tennessee. (Information about the training available through these facilities may be obtained by contacting them directly).

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the professional staff

The permanent faculty of the General Management Training Center have academic and work backgrounds in the interdisciplinary areas of the social and natural sciences, public administration and education. They develop, organize, administer and conduct the courses in part or, in many cases, handle the entire course. At times the instructional staff will include university faculty members on leave from their graduate schools while serving tours at the Center.

WILTON H. DICKERSON, CENTER DIRECTOR has an interdisciplinary academic background. His undergraduate major was in political science and his Masters of Arts degree in public administration; both from the University of Minnesota. In addition, he has done extensive graduate work in education and psychology. His work experience includes a variety of assignments in training, personnel administration, and management with the Department of the Army and the U.S. Civil Service Commission. He also was employed 2 years in student personnel administration at the University of Minnesota.

WILLIAM O. DE VOLL, DIRECTOR OF SUPERVISORY TRAINING completed his Bachelor of Arts degree at Ohio University, majoring in education and administration. A Masters of Arts degree was obtained from Miami University with a major in educational psychology and a minor in administration. Fifteen years were spent with a major corporation where he had responsibility for training, management development, and employment. Prior to joining the U.S. Civil Service Commission in 1965, Mr. DeVoll was employed as a professor-advisor of in-service training by the University of Michigan. In conjunction with this position and work with the U.S. Agency for International Development, he has 5 years of service in the Far East assisting in training and executive development programs for developing nations.

THOMAS V. GARCIA, DIRECTOR OF LEGAL, LEGISLATIVE AND CIVIL RIGHTS TRAINING received his Ph. D. in political science from the University of Massachusetts. His major areas of study were public administration, American politics, and administrative law. Before coming to the Civil Service Commission, he taught at the University of Georgia, the University of Massachusetts, Holyoke Junior College, and secondary schools in Louisiana. He was the first manager intern for the town of Amherst, Mass. He coauthored "The Permanent Secretaries—Britain's Top Administrators," Public Administration Review, March 1966. With the Civil Service Commission since July 1965, he has developed and conducted a variety of courses for managers and attorneys. He is also on the faculty of George Washington University as an assistant professorial lecturer in the College of General Studies.

C. DOWING KING, DIRECTOR OF MANAGEMENT TRAINING majored in psychology at the University of Omaha, Omaha, Nebr.; and completed 22 years of military service retiring in the grade of lieutenant colonel. He was a committee chief, coordinating and conducting training courses at the Logistics Management Center, Fort Lee, Va., prior to joining the Civil Service Commission in March 1967. Mr. King was responsible for the development of the Commission's course, "Introduction to Supervision" for new firstline supervisors for which he received a special citation in 1970 from the CSC. He has also served as an Associate Program Director for courses at the Executive Seminar Center, Kings Point, New York.

RONALD C. SEMONE, DIRECTOR OF ENTRY LEVEL AND EXECUTIVE TRAINING majored in political science (American politics and public administration) at Clark University and the University of North Carolina, receiving his Ph. D. at the latter institution. After completing his graduate work and before joining the Civil Service Commission in the fall of 1967, he spent 3 years with the North Carolina Fund doing research into the cause of, and cures for, poverty in North Carolina. Mr. Semone has also worked briefly with the Social Security Agency and the Office of Economic Opportunity.

ASSOCIATE DIRECTORS:

HENRY K. BLUHM
MARY L. HOYER
JAMES H. JONES
RONALD G. RAGO
GARLAND W. THOMPSON
MARY G. WHITMER
DOROTHY M. ZIELINSKI

STAFF ASSISTANT AND REGISTAR:

NADINE A. LINDSAY

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